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ABSTRACT

The child development guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. Parents, teachers, administrators, students, and special consultants listed what they considered to be the most crucial aspects of child care and development for today's South Carolina youth. For the basic, grade 9, unit the concepts of parenthood, guidance and development of young children, development of young children through play, children's health, and career opportunities in child care and development are outlined. For the semester, grades 10-12, unit, concepts considered are preparation for parenthood; pregnancy and birth; child rearing theories and practices; development and nurture of young children; child welfare laws; adoption of children; community, State, and national resources and services for child development; and career opportunities related to children. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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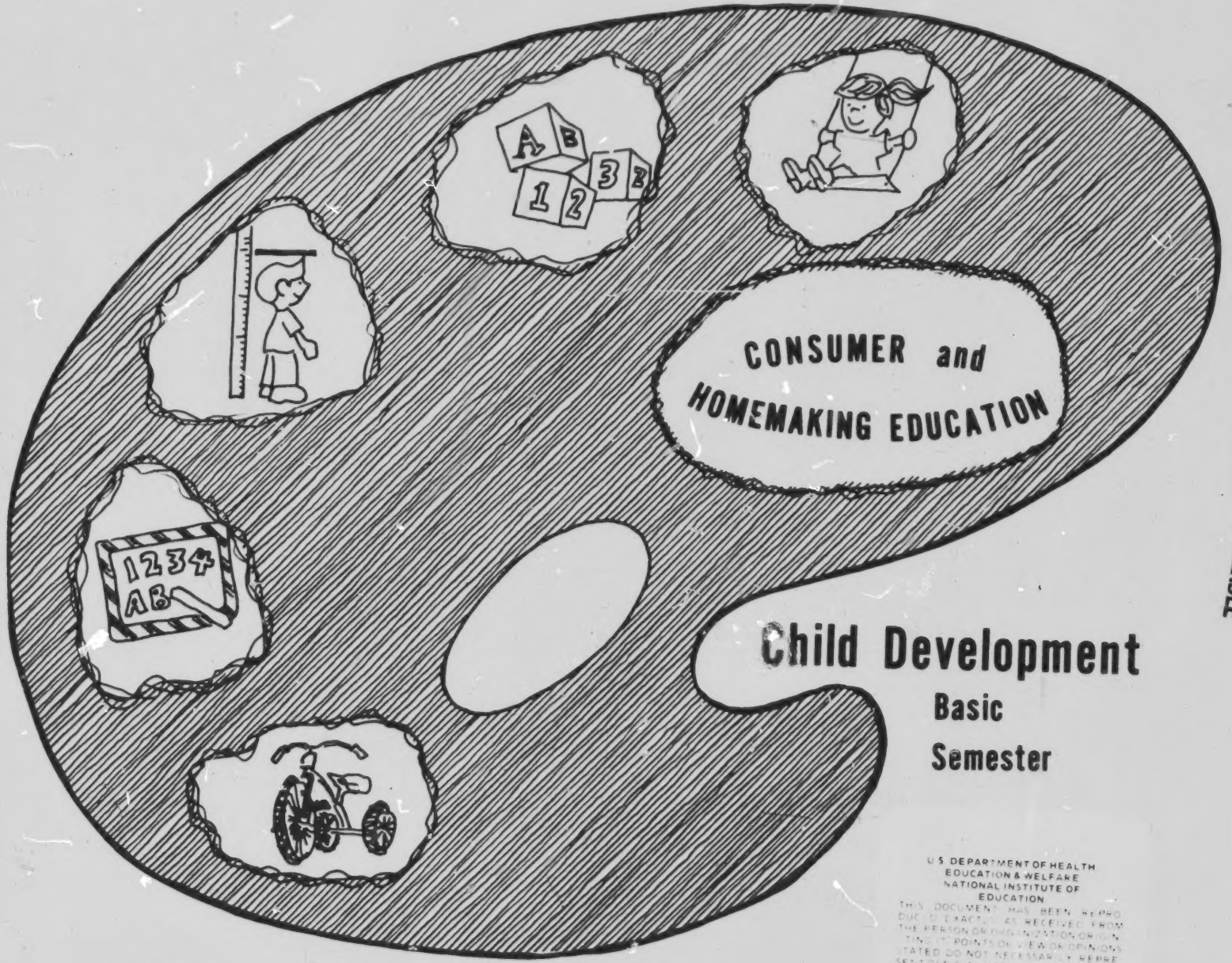

Child Development

Basic

Semester

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Child Development Curriculum Guide

Draft

Basic Unit

Semester Course

Prepared by:

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Office of Vocational Education
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Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students that is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also calls for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C" or "State sources of vitamin C." The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans." Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

> Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning

experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamet of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play with Unfinished Ending.

   Two Students. Teacher established setting.
   First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
   Second Student: "He better NOT be! Wait until I see him! I'll . . ."
   Class completes sentence.

2. Home Furnishings: Work Simplification.

   Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers question; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another one.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses

Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

Child Development

Rationale

As research continues in education, psychology, and medicine, increased knowledge is learned about children. Growth, normal patterns of development, deviations, and the effect of deviations on lives are known in increased depths.

In addition to the need to be aware of new research knowledge, many forces in modern society make the study of the multiple facets of child development imperative.

1. Role concepts concerning male and female have undergone revolutionary changes, often causing marital difficulties. Understanding the values, interests, and nature of role interaction between females and males in subcultures and their values and interests is very important.

2. Present society is called "the age of sex revolution", but many parents are ill-equipped for, and neglect entirely, the task of sex education. The building of sex education programs in schools could help prevent perpetuation of this ignorance to a future generation. Pandemic venereal disease and premarital pregnancies have dropped where sex education was provided, "proving conclusively that ignorance is not the path to virtue."[1]

3. The growing force of working mothers creates concern on issues in day care. Since mothers are with children for shorter lengths of time, guidance based on parental instinct can no longer be sufficent. Nor can day care centers provide all the guidance needed. Parents instead must learn the role of parenthood just as other roles in life are learned. If the parental learning is to be effective, it should begin before parenthood begins, not afterwards.

Parents, teachers, administrators, students, and special consultants were asked to list the most crucial aspects of child care and development for a young person living in South Carolina today. These aspects were compiled into the conceptual outline given on pages seventeen and nineteen of this guide.

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[1]Landis, Paul, Your Marriage and Family Living. 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1969, p. 5.

Basic Consumer and Homemaking will be the only opportunity for many students to study child care and development; therefore, the concepts deemed most important were included in both the basic and semester curricula. If classroom time does not permit group learning experiences for all the concepts, the use of learning centers for individual study and exploration is recommended.

Parents are the major influence in children's lives during the years from birth to six years. While children are developing rapidly and learning about themselves, parents are also learning about their children. When parents learn expectations of child development, confidence will be developed to cope with problems that arise during children's formative years.

The study of child development will help the potential parent to be cognizant of the following concepts: multiple implications of parenthood; basic needs, developmental stages, and health of children; child welfare laws; community agencies concerned with the health and welfare of children; and career opportunities in child care and development.

Teachers are encouraged to supplement materials provided in this guide with those from the middle school and other sources as required to meet the individual needs of students. Learning experiences which involve guided observation and participation with children tend to be very effective in preparing students for future parental roles and responsibilities.

Conceptual Framework - Child Development

Basic 6 Weeks	Semester
I. Exploration for parenthood A. Family planning B. Reproduction and physiology C. Life before birth D. Cost of having a baby E. Infant care 1. General 2. Feeding 3. Bathing 4. Sleeping 5. Clothing F. Roles and responsibilities II. Guidance and development of young children A. Physical 1. Food 2. Clothing 3. Rest and sleep 4. Exercise 5. Toilet training B. Mental 1. Language 2. Reasoning 3. Perception 4. Creativity C. Emotional 1. Love and affection 2. Fear 3. Anger 4. Joy 5. Shyness	I. Preparation for parenthood A. Family planning B. Reproduction and physiology C. Heredity factors D. Parental responsibilities and roles E. Adjustments of new parents II. Pregnancy and birth A. Stages in prenatal development B. Prenatal care of mother C. Birth of baby D. Postnatal care of the mother E. Care of newborn infant F. Cost III. Child rearing theories and practices IV. Development and nurture of young children A. Developmental tasks B. Physical, mental, emotional, and social development C. Guidance of children's behavior D. Habit formation E. Health and safety F. Play materials and creative activities for children of different ages V. Child welfare laws VI. Adoption of children

Conceptual Framework - Child Development

Basic	6 Weeks	Semester
D. Social 1. Self-image 2. Selective independence 3. Interaction skills 4. Control of aggression III. Development of young children through play A. Physical B. Mental C. Emotional D. Social IV. Health of the child A. Health habits B. Diseases and prevention C. Accident prevention D. Emergencies and first aid V. Career opportunities in child care and development		VII. Community, state, and national resources and services for child development VIII. Career opportunities related to children

Child Development

Basic Unit

Grade: 9

Estimated Length of Unit: 6 Weeks

Concepts:

I. Exploration for parenthood
   A. Family planning
   B. Reproduction and physiology
   C. Life before birth
   D. Cost of having a baby
   E. Infant care
      1. General
      2. Feeding
      3. Bathing
      4. Sleeping
      5. Clothing
   F. Roles and responsibilities

II. Guidance and development of young children
   A. Physical
      1. Food
      2. Clothing
      3. Rest and sleep
      4. Exercise
      5. Toilet training
   B. Mental
      1. Language
      2. Reasoning
      3. Perception
      4. Creativity
   C. Emotional
      1. Love and affection
      2. Fear
      3. Anger
      4. Joy
      5. Shyness
   D. Social
      1. Self-image
      2. Selective independence
      3. Interaction skills
      4. Control of aggression

III. Development of young children through play
   A. Physical
   B. Mental
   C. Emotional
   D. Social

IV. Health of the child
   A. Health habits
   B. Diseases and prevention
   C. Accident prevention
   D. Emergencies and first aid

V. Career opportunities in child care and development

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Differentiate factual from value-based statements on planned parenthood.	Examine newspapers and magazines to identify facts and common beliefs about planned parenthood. Differentiate fact from belief or myth by responding to a check list.	Newspapers or magazines.
	Write a short story about a couple who practiced planned parenthood. Write in the first person "I" to identify reasons for feelings about and results of planned parenthood.	
Define the term "planned parenthood."	Discuss the meaning of planned parenthood.	
Identify current social and economic factors that have changed attitudes toward planned parenthood.	Discuss "What forces in society have caused change in social thinking about planned parenthood?" Analyze and discuss bulletin board, "Population Zero."	Bulletin board.
	View selected filmstrip on family planning. Formulate a statement, with supporting data, summarizing personal conclusions about planned parenthood.	Filmstrip: Guidance Associates, Family Planning Today.
Identify the parts of the male and female reproductive systems.	Read Him and Her. Define and discuss vocabulary included in a study of human reproduction.	Pamphlet: Channing L. Bete Company, Inc., Him and Her: The ABC's of Sex.
	View suggested films or filmstrips and discuss aspects of the development of life before birth, and human reproduction.	Filmstrip: Time-Life Films, Life before Birth, Part I.
		Filmstrip: Guidance Associates, Understanding Human Reproduction.

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define terms related to prenatal development.	View selected film on prenatal stages, noting the development by months. Participate as a committee member to choose a month of prenatal development; study references related to the chosen month; and prepare a schedule of events that occur at that month in a chart. Arrange to share your list with other groups by making a master list of prenatal events for distribution. Define the following terms in writing related to prenatal development: 1. Prenatal 2. Conception 3. Sperm 4. Ova 5. Fallopian tube 6. Fetus 7. Embryo 8. Cervix 9. Genes 10. Placenta 11. Chromosome 12. Implantation 13. Umbilical cord 14. Amniotic fluid 15. Uterus	Film: Brigham Young University, From Generation to Generation. Filmstrip: Time-Life Films, Life before Birth, Part II. Film: Brigham Young University, Biography of the Unborn.

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List the five categories of expenditures in prenatal care.	Study selected resources and make a list of expense items for mother and child. Include layette, maternity clothes, furnishings, equipment, and medical costs.	Magazine: Furry, K. D., "How Much Does a Baby Cost?" Redbook. Pamphlet: United States Department of Health, Education, and Welfare, Prenatal Care, pp. 41-44. Hurlock, Child Growth and Development, pp. 14. Craig, Thresholds to Adult Living, 2nd ed., pp. 248-260.
	Visit a store or look at a catalogue to secure current prices of items above.	
	Prepare a display of versatile layette items - some handmade, some purchased, some improvised - to show a range of quality and cost.	Layette
Describe the physical characteristics of a newborn baby.	Complete programmed instruction on the newborn baby.	Bulletin: Johnson and Johnson, Baby Care, pp. 1-7.
	Read about newborn babies and list their characteristics on board using circular response.	Pamphlet: United States Department of Health Education, and Welfare, Infant Care, pp. 5-12.

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Write guidelines for feeding an infant.	Observe demonstration of the feeding of a baby and list the observed procedure.	
	Read suggested references on feeding the infant and analyze relative concerns.	Brisbane, The Developing Child, pp. 101-106. Pamphlets: United States Department of Health, Education, and Welfare, Infant Care, pp. 13-24. Johnson and Johnson, Baby's Eating and Sleeping Habits.
	Make an exhibit of feeding equipment and available food products.	Demonstration Kit: Mead Johnson, Bottle Kit. Equipment from local drug or department stores.
Demonstrate bathing a baby.	Read suggested references about bathing a baby. List supplies necessary for the bath.	Pamphlets: United States Department of Health, Education, and Welfare, Infant Care, pp. 27-31. Johnson and Johnson, Keeping Baby Clean. Chart: Johnson and Johnson, How to Bathe a Baby. Hurlock, Child Growth and Development, pp. 125-127.

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected film on bathing a baby and summarize by explaining the correct procedure to another class member.	Film: Johnson and Johnson, Baths and Babies.
	Observe a mother give a demonstration of bathing her baby.	
	Practice the steps and special techniques of bathing a baby by using a rubber doll.	Obtain doll from local Red Cross.
Describe favorable sleeping conditions for babies.	Complete programmed instruction on sleeping.	Bulletin: Johnson and Johnson, Baby Care, pp. 44-49.
	Read chosen references on sleeping and sleep requirements, noting desirable conditions for the sleeping infant.	Pamphlets: United States Department of Health, Education, and Welfare, Infant Care, pp. 24-26.
	Participate in buzz groups to develop suggestions relative to infants for the following: 1. Sleep requirements 2. Sleep habits 3. Sleep positions 4. Safety measures 5. Sleep equipment a. Bedding b. Garments	Johnson and Johnson, Baby's Eating and Sleeping Habits. Hurlock, Child Growth and Development, pp. 122-125. Brisbane, The Developing Child, pp. 66-67.
	Report summaries to class and discuss.	

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop a check list for selecting and caring for the infant's clothing.	Read chosen references. Discuss the selection and care of infants' wear.	Brisbane, The Developing Child, pp. 96-98. Hurlock, Child Growth and Development, pp. 104-111. Shuey, et al., Learning about Children, pp. 111-112. Bulletin: J. C. Penney Company, Infant Needs - A Consumer Guide. Pamphlet: Sears, How to Select Infants' and Children's Clothing.
Demonstrate a safe method of diapering a baby.	Observe a teacher demonstration on a doll of various methods to diaper a baby. List precautions to consider in diapering. Practice methods of diapering.	
	Make an exhibit of infants' clothing. Show range of qualities, prices, fastenings, and ease of care.	Infants' clothing.
Write guidelines that would help a mother communicate to the baby the understanding the baby needs.	Read selected references on communication and relationship of mother to baby. Demonstrate behaviors that tend to communicate understanding.	Baker and Fane, Understanding and Guiding Young Children, pp. 42-67. Brisbane, The Developing Child, pp. 68-71.

CONCEPTS: Exploration for Parenthood

OVERALL OBJECTIVES: Show comprehension of selected factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain how the roles and responsibilities of family members contribute to optimum development of the child.	Complete programmed learning on common problems of babies. Read chosen references on roles of family members and write a skit which illustrates the transitional roles and responsibilities in our American society of father and mother and siblings. Contribute questions to a Question Box regarding employed mothers. Listen to a panel of working mothers discuss the changing roles and responsibilities of parenthood. Ask the panel questions from the Question Box. Divide into groups, indicating if you belong to one of the following groups: 1. Oldest child 2. Middle child 3. Youngest child 4. Only child List and discuss advantages and disadvantages of the positions. Report to class. Draw conclusions as a group and discuss.	Bulletin: Johnson and Johnson, Baby Care, pp. 50-60. Pamphlet: Ross Laboratories, How to Be a Parent and Like It. Barkley, et al., 3rd ed., Teen Guide to Homemaking, pp. 103-108. Hurlock, Child Growth and Development, pp. 279-288.

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List guidelines for feeding children and solving mealtime problems.	Read selected references about feeding children. Identify common feeding problems and possible solutions for alleviating them. Discuss as a class. Prepare a list of guidelines for feeding children.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 133-134. Pamphlet: Ross Laboratories, Your Child's Appetite. Baker, et al., Understanding and Guiding Young Children, pp. 83-87, 111-112. Brisbane, The Developing Child, pp. 187, 191, 273, 276. Hurlock, Child Growth and Development, pp. 193-203.
Adapt family meals to meet children's needs.	Plan a balanced typical family dinner meal. Vary it to meet the needs of a two-year-old. Include food which he can eat by himself. Plan a balanced typical family dinner meal. Vary it to meet the needs of a five-year-old. Create appropriate decorations and covers for the above meals.	

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Formulate statements from the standpoint of a child concerning his likes for: 1. Forms of food 2. Temperature of food 3. Color of food 4. Texture of food 5. Preferred self service 6. Time for consuming milk 7. Utensils 8. Furniture Participate in a role play session to illustrate the behavior of: 1. A hungry child 2. An overstimulated child 3. A tired, sleepy child 4. A child who does not feel well Respond with questions and answers to a nursery school or kindergarten teacher explain how the behavior of young children compares with your behavior, or with the behavior of adults, under similar circumstances.	
List criteria for the selection of children's clothes.	Read chosen references to discover what characteristics are desired and why in the selection of children's clothing. Prepare a check list for evaluating children's clothing.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 131-133. Baker and Fane, Understanding and Guiding Young Children, pp. 109-110, 122.

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Arrange to borrow clothes from local store. Examine and evaluate according to criteria established in previously prepared check list. Identify the best garments in the collection and state why they were selected.	
Describe desired characteristics of children's clothing.	Given an item of clothing for a three-year-old, evaluate it in relation to criteria for evaluating appropriateness of children's clothing.	
	Make a chart which shows amount and kind of help needed by children of specific ages in dressing.	Same as above.
	Prepare and give skits which portray attitudes and actions of persons caring for children that would develop a child's independence and responsibility for clothing. Reflect on your own experiences.	Same as above.
Explain the importance of routine in providing adequate rest and sleep for a young child.	Study suggested references to determine the importance of rest and sleep for young children.	Hurlock, Child Growth and Development, pp. 203-211. Ames, Child Care and Development, pp. 159-173.
	Interview teachers and parents to learn routine they use to get adequate rest and sleep.	
	State ideas about the importance of a regular time for going to bed and the importance of routine activities for a child.	

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss solution for the following rest or sleep problems: 1. Napping or resting only 2. Bed-wetting 3. Calling for water, toilet or attention 4. Getting out of bed and wandering around 5. Bedtime fears 6. Over-excitement preventing sleep Given a description of a child's problem and circumstances as listed above, suggest a solution.	
Describe importance of exercise in the physical development of children.	Describe a child who could not get exercise. (If his small hand muscles had not been exercised properly, how effective would his cutting skills be?) Using an observation guide, observe children at play in nursery school or kindergarten. Note physical ability differences. Summarize observations in writing. Prepare bulletin board using pictures or cartoons to illustrate children enjoying exercise.	Brisbane, The Developing Child, pp. 177-179, 357.
Describe individual differences in exercise skills of children of the same age.	Select an article from a given number of articles about a child who was not able to perform some exercise skill as soon as other children and answer the following questions: Why does this occur? Has this ever happened to you? Give example. How did you feel? How are parents affected when children do not perform as soon as expected?	

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss the possible results of parents forcing children to develop skills too quickly or too well.	Hurlock, Child Growth and Development, pp. 177-192.
Identify ages at which a child could be expected to perform selected skills.	Color a picture with small details using the hand which you use least. Describe your feelings and discuss with class.	
	Develop a list of skills children need to learn and the normal age at which these are learned.	
Summarize toilet training techniques.	Interview and record several mothers about their approaches in toilet-training children. Compare and contrast the various methods.	
	Through library references, investigate toilet training practices in other cultures throughout the world.	Todd and Hefferman, The Years before School, pp. 222-225.
	Participate in class discussion to explore the question, "Are there right ways and wrong ways of toilet training? Why?"	Ames, Child Care and Development, pp. 175-185.
	List problems in toilet training. Participate in small groups to discuss possible solutions to the problems by applying guidelines from references.	Hurlock, Child Growth and Development, pp. 151-153.
Identify aspects of intellectual development.	Participate in assigned groups to listen to children of different ages. Tape or write what they say. Compile vocabulary list for each age. Compare. Discuss ways a parent could improve his child's vocabulary. How could you help?	Hurlock, Child Growth and Development, pp. 187-192. Todd and Hefferman, The Years before School, pp. 386-419.

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe experiences that facilitate the different aspects of intellectual development.	Assemble a collage of pictures illustrating experiences of children for each of the following aspects of mental development: 1. Language 2. Reasoning 3. Perception 4. Creativity	
	Role play children being involved in simple problem solving.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 148-153. Shuey, et al., Learning about Children, pp. 257-258. Hurlock, Child Growth and Development, pp. 357-358.
	Define and give examples of children's perceptions.	
	Observe children involved in creative activities: 1. Making something with clay 2. Making a house from a box 3. Drawing a free "feeling" picture Discuss your reactions with class members.	
	Discuss and exhibit materials found in the home that children can use in creative activities.	

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Given the following case study, suggest probable behavior and suggest an alternate response. Five year old Sam, who with much pride, shows his mother a picture he has drawn with crayons hears a response that she will buy him a coloring book with "good" pictures in it.	
Give directions for guiding children in selected phases of emotional development.	Read selected references on emotions and write a definition.	Film. S. C. Department of Mental Health Film Library, Children's Emotions.
	View selected film and list emotions, situations, and reactions illustrated. Discuss.	
	Read "The Child and His Emotions" and/or "Stumbling Blocks in Growing" then Participate in role playing session to illustrate parents guiding the emotional development of a child in a negative and positive manner in situations of anger, fear, jealousy, shyness, joy, love, and affection.	Hurlock, Child Growth and Development, pp. 309-323. Baker and Fane, Understanding and Guiding Young Children, pp. 235-261.
Trace the social development of a normal child from one to six years.	Observe children from ages one to six, and make generalizations about their interactions at different ages. Compare the generalizations to information found in references.	Hurlock, Child Growth and Development, pp. 225-226, 298.
	Participate in small groups to define self concept. Respond to teacher led discussion on self concept.	Ames, Child Care and Development, pp. 95-109.

CONCEPTS: Guidance for the Development of Young Children

OVERALL OBJECTIVES: Demonstrate comprehension of parental responsibilities in guiding the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the influence of parents on the social development of the child.	Observe children and report the sense of self that each displays. What evidence of behavior do you use to judge "sense of self?" Discuss specific methods that your parents influenced your self concept, as in selection of friends, interaction skills, and the way you handle feelings of aggression today. Dramatize in small groups some of the positive and negative ways of influencing a child's self concept. Illustrate techniques that parents can use to help young children feel that they belong, and are important.	Ames, Child Care and Development, pp. 95-109. Film: South Carolina Mental Health Film Library, Mirror, Mirror. Pamphlet: Ross Laboratories, Developing Self Esteem.

CONCEPTS: Development of Young Children through Play

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of play to the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain the contribution of play to the total development of the child.	Explore resource materials for ideas on contribution of play in the life of the child. List on a developmental chart and discuss with class.	Baker and Fane, Understanding and Guiding Young Children, pp. 161-170. Brisbane, The Developing Child, pp. 257-336. Hurlock, Child Growth and Development, pp. 242-244, 247. Bulletins: J. C. Penney Company, Inc., Play. Sears, Roebuck Company, Infants' and Children's Clothing, Equipment and Toys.
	Read selected reference to give examples of how play contributes to each aspect of a child's development: 1. Physical 2. Emotional 3. Mental 4. Social	Brisbane, The Developing Child, pp. 257-336.
	Observe children at play. Make a list of possible values they derive from their experiences (physical, mental, social, and emotional). Summarize observations in writing.	
	View selected film of children's play experiences. Note the opportunities for motor and social skills.	Filmstrip: J. C. Penney Company, Inc., Play.

CONCEPTS: Development of Young Children through Play

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of play to the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss the role of play in helping children to develop.	Hurlock, Child Growth and Development, pp. 241-242.
	Create a bulletin board with magazine pictures illustrating a variety of forms of play.	Magazine pictures.
	Examine magazines, pamphlets, and other resource material for information on types of play experiences as follows: 1. Story hour 2. Dramatic play 3. Indoor play 4. Free play 5. Organized play 6. Creative play 7. Manipulation in play 8. Construction play 9. Initiative play 10. Group play	Bulletin: Sears, Roebuck Company, Infants' and Children's Clothing, Equipment and Toys. Hurlock, Child Growth and Development, pp. 246-252.
	Make a list of various play experiences under each area above.	
Identify play materials which contribute to creative and dramatic play.	Arrange an exhibit of play materials for the different types of play.	Play materials.
	Role play ways that a child identifies with members of his own sex through play.	
	Observe children of different ages at play. Make a list of toys each age enjoys.	Clayton, Young Living, pp. 69-72.

CONCEPTS: Development of Young Children through Play

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of play to the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List criteria for selecting children's toys.	Read selected references to develop criteria for selecting toys for children. Consider: 1. Purpose 2. Material used 3. Cost 4. Length of use 5. Educational value 6. Promotes varied and creative uses 7. Promotes active involvement of child	Craig, 2nd ed., Thresholds to Adult Living, pp. 266-267.
	Explore resources on children's toys.	Pamphlets: United States Government Printing Office, Home Play and Play Equipment for Children. American Toy Institute, How to Choose a Toy; Choosing Toys for Children of All Ages. United States Department of Health, Education, and Welfare, Your Child from One to Six.

CONCEPTS: Development of Young Children through Play

OVERALL OBJECTIVES: Demonstrate comprehension of the contribution of play to the physical, mental, emotional, and social growth of young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Divide into seven groups and make a simple toy for each age group that will meet the criteria developed. Make a check list for evaluating the toys to be made by the groups. Observe children of different ages at play to determine the extent to which they play alone and with others. Summarize knowledge gained from observation. Make a chart of kinds of activities a given age group likes to do. Define solitary play, parallel play and group play and discuss with class.	Hurlock, Child Growth and Development, pp. 246-252.
Specify the types of stories and drama that children of different ages enjoy.	Select and write stories or poems for children of various ages. Study suggestions for story-telling and tell your story to the class.	Shuey, et al., Learning about Children, pp. 157, 224, 226, 288.

CONCEPTS: Health of the Child

OVERALL OBJECTIVES: Show comprehension of the relationship between health and safety and the development of the child.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain the effect of health habits on a child's personality.	Interview mothers and make a list of desirable health habits for the young child. Summarize in an oral report. Suggest methods to positively motivate the child to perform these habits.	Barclay et al., Teen Guide to Homemaking, 3rd ed., pp. 144.
List factors to observe that are clues to the health status of a child.	Respond to a resource person on children's diseases and prevention by developing a chart of diseases and preventive measures. Given lists of diseases and preventive measures, match the preventive measures to the diseases. Observe a mother take the rectal temperature of an infant. List procedure for taking an infant's temperature. Given a case study of a 18 month old child who awakens in the night crying, list by steps the action you would pursue. Develop the case study into a written short story reflecting the symptoms and your actions for the next 12 hours related to the illness.	Pediatrician or county health nurse.
	Make a bulletin board about "Health Signs We Can Learn."	Shuey, et al., Learning about Children, p. 172.
Identify practices that contribute to children's safety.	Participate in brainstorming session to list methods of prevention of accidents of small children.	Pamphlets: The Gerber Products Company, Sitting Safely.

CONCEPTS: Health of the Child

OVERALL OBJECTIVES: Show comprehension of the relationship between health and safety and the development of the child.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List twenty potential childhood accidents. Write suggested solutions to avoid accidents.	Metropolitan Life Insurance Company, Sitting Safely, pp. 11-13. Kraft, When Teenagers Take Care of Children, pp. 19-24. Hurlock, Child Growth and Development, pp. 74-75, 173-175.
	Collect newspaper and magazine articles about accidents of children. Arrange on bulletin board and discuss.	
Describe action for selected emergencies.	Relate an emergency you have had in taking care of children. How did you meet the situation?	
	Study simple first aid procedures. Develop some rules to follow in handling accident situations with children.	Bulletin: American Red Cross, First Aid. Kraft, When Teenagers Take Care of Children, pp. 57-60.
	Practice simple first aid techniques for burns, cuts, and abrasions.	
	Given a case study of a one year old child who you assume to have just eaten twelve baby aspirin, describe your actions and procedure.	

CONCEPTS: Career Opportunities in Child Care and Development

OVERALL OBJECTIVES: Demonstrate awareness of the range of career opportunities in child care and development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe career opportunities in child care and development.	Make an area survey of the types of child care services available. Respond by discussion to resource person from Head Start or a day care center about desirable qualities of child care workers. Compile list. Participate in session to brainstorm career opportunities. Ask school guidance counselor to add to list. Make a diagram of ranges of careers in child care and development on board, from careers requiring least training to those requiring the most. List some available career opportunities giving the following information about each: 1. Salary 2. Abilities needed or training required 3. Opportunities 4. Characteristics of worker 5. Rewards other than salary	Director of Head Start or Day Care Center. School guidance counselor.

Resources for Child Development

Basic Unit

Books:

American Red Cross Nursing Services. Home Nursing Textbook. New York: Doubleday and Company, Inc., 1969.

Ames, Louise Bates. Child Care and Development. Philadelphia: J. B. Lippincott Company, 1970.

Baker, Katherine and Xenia Fane. Understanding and Guiding Young Children. Englewood Cliffs: Prentice-Hall, Inc., 1971.

Barclay, Marion, Frances Champion, Jean Brinkley, and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1971.

Brisbane, Holly. The Developing Child. Peoria: Charles A. Bennett Company, Inc., 1971.

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Company, Inc., 1970.

Craig, Hazel. Thresholds to Adult Living, 2nd ed. Peoria: Charles A. Bennett Company, Inc., 1969.

Hurlock, Elizabeth. Child Growth and Development. New York: Webster Division, McGraw-Hill Book Company, 1968.

Kraft, Ivor. When Teenagers Take Care of Children. Philadelphia: Macrae Smith Company, 1965.

Shuey, Rebekah, Elizabeth Woods, and Esther Young. Learning about Children. Philadelphia: J. B. Lippincott Company, 1969.

Todd, Vivian and Helen Hefferman. The Years before School. New York: The Macmillan Company, 1970.

Resources for Child Development

Basic Unit

Bulletins and Pamphlets:

American Toy Institute. 200 Fifth Avenue, New York, New York 10010.
Choosing Toys for Children of All Ages
How to Choose a Toy

Channing L. Bete Company, Inc. *Him and Her: The ABC's of Sex*. Greenfield, Massachusetts 01301.

The Gerber Company, *Sitting Safely*. Fremont, Michigan 49412.

Johnson and Johnson, Inc. New Brunswick, New Jersey 40506.
Baby Care
Baby's Eating and Sleeping Habits
Keeping Baby Clean

Metropolitan Life Insurance Company. *Sitting Safely*. One Madison Avenue, New York, New York 10010.

J. C. Penney Company, Inc. Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.
Infant Needs - A Consumer Guide
Play

Ross Laboratories. Department R.D.A., P. O. Box 688, Columbus, Ohio 43216.
Developing Self-Esteem
How to Be a Parent and Like It
Your Child's Appetite

Sears, Roebuck and Company. Consumer Education Division, Chicago, Illinois.
How to Select Infant and Children's Clothing
Infant and Children's Clothing, Equipment and Toys

Resources for Child Development

Basic Unit

Bulletins and Pamphlets:

United States Department of Health, Education and Welfare. Children's Bureau, Superintendent of Documents. United States Government Printing Office, Washington, D. C. 20402.
Home Play and Play Equipment for Children, No. 238
Infant Care, No. 8
Prenatal Care, No. 4
Your Child from One to Six, No. 30

Films and Filmstrips:

Brigham Young University. Provo, Utah 84601.
Bibliography of the Unborn
From Generation to Generation

J. C. Penney Company, Inc. Play. Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.

Johnson and Johnson, Inc. Baths and Babies. New Brunswick, New Jersey 40506.

Guidance Associates. Pleasantville, New York 10570.
Family Planning Today
Understanding Human Reproduction

South Carolina Mental Health Commission, Film Library. 2214 Bull Street, Columbia, South Carolina 29201.
Children's Emotions
Mirror, Mirror

Resources for Child Development

Basic Unit

Films and Filmstrips:

Time-Life Films. Life before Birth, Parts I and II. 43 West 16th Street, New York, New York 10011.

Periodical:

Furry, K. D. "How Much Does a Baby Cost?" Redbook (June, 1969).

Chart:

Johnson and Johnson, Inc. How to Bathe a Baby. New Brunswick, New Jersey 40506.

Demonstration Kit:

Mead-Johnson Laboratories. Bottle Kit. Evansville, Indiana 47721.

Child Development

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

I. Preparation for parenthood
   - A. Family planning
   - B. Reproduction and physiology
   - C. Heredity factors
   - D. Parental responsibilities and roles
   - E. Adjustments of new parents

II. Pregnancy and birth
   - A. Stages in prenatal development
   - B. Prenatal care of mother
   - C. Birth of baby
   - D. Postnatal care of the mother
   - E. Care of newborn infant
   - F. Cost

III. Child rearing theories and practices

IV. Development and nurture of young children
   - A. Developmental tasks
   - B. Physical, mental, emotional, and social development
   - C. Guidance of children's behavior
   - D. Habit formation
   - E. Health and safety
   - F. Play materials and creative activities for children of different ages

V. Child welfare laws

VI. Adoption of children

VII. Community, state, and national resources and services for child development

VIII. Career opportunities related to children

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Respond to a pre-test on "planned parenthood." With the help of your teacher, decide in which of the activities below you need to participate.	Pre-test.
Define the term "planned parenthood."	Discuss the meaning of "planned parenthood" following reading of selected references.	Pamphlet: Family Planning Resource Center, Birth Control.
List effective methods of birth control in order of efficiency.	View selected filmstrip to list the historical methods of birth control.	Filmstrip: Guidance Associates, Family Planning Today.
	Compile, in order of efficiency, a list of old, new and predicted methods of birth control. (Do not include abortion.)	Pamphlets: Ecos, Inc., Elephants and Butterflies and Contraceptives.
		Red Clay Publishers, The Loving Book.
		Schmid's Pharmacuticals, The How Not To Book.
		Dean Rubber Company, Babies Aren't Found under a Cabbage Leaf.
		Public Affairs, A New Chapter in Family Planning.
		C. D. Searle and Company, Your Future Family. Planning Your Family.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Carolina Population Center, The Right Way to Birth Control. If You Are Not Ready for Another Baby. Planning Your Pregnancy. Planned Parenthood World Population, Modern Methods of Birth Control. Ortho Pharmaceutical Corporation, A Guide to the Methods of Postponing or Preventing Pregnancy. Association For Voluntary Sterilization, Voluntary Sterilization.
Describe local and national efforts to curb population growth.	Tape an interview with a member of the county health department regarding the agencies which are working locally with family planning.	
	Listen to a resource person from one of the agencies (health department, medical profession, or planning agency) speak on trends in educating people about family planning. Discuss.	Resource persons.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Determine rate of population growth in South Carolina, and in United States during past five years and develop information in a chart. Make an assumption as to effect of our society's new emphasis on the overcrowding of our world.	1970 Census Report.
Appraise the influence of family planning upon family happiness and well-being.	Discuss with panel of clergymen, representing both races, their views on family planning.	
Explain the abortion laws in South Carolina.	Consult a lawyer to find out about present abortion laws.	
	Collect and read factual magazine and newspaper articles on abortion to determine personal view of abortion laws in South Carolina.	
	Debate the pros and cons for changing abortion laws in South Carolina.	
	State a position on abortion and support the position. Analyze your support to see how many arguments are fact and how many are value-based. (The position taken does not need to be your personal view.)	Pamphlets: Ecos, Inc., Elephants and Butterflies and Contraceptives, p. 14. Red Clay Publishers, The Loving Book, pp. 32-33. National Association for Repeal of Abortion Laws, Abortion: Questions and Answers.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Magazines: Newsweek, "Abortion for All?" Christianity Today, "Legal Abortion? A Pregnant Question." Reader's Digest, "Growing Battle over Abortion Reforms."
	Summarize findings on planned parenthood by listing the major factors to be considered in determining birth control practices.	Callahan, Abortion: Law, Choice and Morality. California Conference on Abortion, San Francisco, Abortion and the Unwanted Child.
Identify the parts of the male and female reproductive systems.	View selected films and filmstrips to learn the parts and functions of the male and female reproduction anatomy.	Filmstrips: Guidance Associates, Human Reproduction: Male, Part I. Female, Part II. Film: Time-Life, Life before Birth, Part I. Pamphlet: Channing L. Bete Company, Inc., Him and Her: The ABC's of Sex. Smallwood, Modern Biology, pp. 648-656.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define reproduction terminology.	From films and references, list and discuss terms relating to reproduction.	Burt and Brower, Education for Sexuality. (Teacher Reference) Films: Brigham Young University, From Generation to Generation. Biography of the Unborn.
	Study resources to answer these questions: 1. Where is the egg fertilized? 2. What is ovulation? 3. What process occurs during menstruation? 4. What is conception? 5. What are the newest pregnancy tests?	Film: Associated Films, World of a Girl.
	Write questions on reproduction and physiology. Put in question box and discuss. Group leader will read questions and call on volunteers for answers.	
Describe the influence of chromosomes upon heredity.	Define heredity. Draw a diagram that illustrates how the twenty-three pairs of chromosomes from the mother and from the father divide and pair to give the child twenty-three new pairs of chromosomes influencing the child's heredity.	Hurlock, Child Development, (Teacher Reference) p. 41, Figure 2-2.
	Read "Influence of Heredity" to discover instances when heredity was more important than environment, birth defects, and the chance factor.	Craig, Thresholds to Adult Living, pp. 50-53.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify characteristics that are inherited.	View selected film to identify characteristics that can be inherited. List and discuss inherited characteristics.	Film: Educational Media Center, Florida State University, Heredity.
	List at least ten characteristics of your body, e.g., physical structure, body proportion, height, color of hair, and eyes. Determine whether each characteristic was inherited from mother, father, both parents or other relative.	
	Show the determination of sex at birth by using the chart in the teacher reference by Hurlock, explaining combination of chromosomes to determine sex.	Hurlock, Child Development, (Teacher Reference) p. 6, Figure 2-4.
	List and discuss inherited traits that cannot be changed by environment.	
Formulate generalizations regarding roles and responsibilities of becoming a parent.	Discuss "What responsibilities are involved in the total role of the parent?" Read references and make a list of major responsibilities involved in parental roles. Example: affectional guidance, physical care, financial and legal care, medical protection, hospitalization, and education.	Brisbane, The Developing Child, pp. 55-57. Ames, Child Care and Development, pp. 201-203. Duvall, Family Living, pp. 258-296. Klemer, Marriage and Family Relationships, pp. 292-306. Brisbane, The Developing Child, pp. 43-44.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Divide into groups and select one of the above topics for intra-group and group-class discussion.	Pamphlets: Ross Laboratories, How to Be a Parent and Like It.
	Review list of parental responsibilities and check those existing before birth of a child.	Maternity Center Association, A Child Is Born, pp. 9-13.
		Brisbane, The Developing Child, pp. 27-34.
		Golden Press, Modern Encyclopedia of Baby and Child Care, pp. 390-394.
List ways that children depend upon parents to satisfy needs.	Discuss the need for both parents to want the coming baby and to recognize their responsibilities for its care.	Shuey, et al., Learning about Children, p. 80.
		Pamphlet: Mead Johnson Laboratories, Useful Facts for Fathers-To-Be.
	Summarize the major responsibilities of parenthood.	
	Write a paper summarizing the roles of the mother and the father in a family.	Wolf, The Parents' Manual.
		Pamphlet: National Education Association, Parents' Responsibility.
	Read current magazines for identification of factors a mother needs to consider in making a decision about working outside the home. List findings.	Current magazines.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Divide into groups to compile lists and prepare criteria to guide a mother in making an informed decision regarding working outside of the home.	Pamphlet: United States Department of Health, Education and Welfare, A Healthy Personality for Your Child, pp. 1-5.
Explain ways by which parents provide a healthy environment for children.	Read selected references to identify adult responsibility for environment which meets basic needs, and how the environment relates to social-emotional development. Share ideas with class.	Todd and Hefferman, The Years before School, pp. 504-527.
	Role play situations illustrating the attitudes and kinds of training or expectations exhibited by adults which influence social development of a child.	Brisbane, The Developing Child, pp. 119-149.
Formulate generalizations of changes in interpersonal relationships that may occur during pregnancy, and changes or adjustments that may be made for mutual satisfaction of the couple and the welfare of the expected baby.	Participate in session on brainstorming interpersonal changes parenthood might bring about. Record and discuss.	Brisbane, The Developing Child, pp. 27-34.
	Read suggested resources for changes in attitudes, sexual desires, fears, and fatigue. Use references to check the above list.	Klemer, Marriage and Family Relationships, pp. 288-291.
	Read Case Study 57 by Klemer. Analyze the study and list indications of poor interpersonal relationships. In each instance, suggest a way of improving the interpersonal relationship.	
	After revision, write a case ending.	
	List adjustments that father must make.	
	Determine adjustments expectant mother must make. Whose are the greater? Support your answer.	

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Form generalizations regarding selected factors in preparing for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Formulate statements to help adults select quality child care facilities.	Read suggested reference and define child care facility. Discuss the major types of facilities: 1. Full-time foster family care 2. Full-time group care 3. Family day care 4. Group day care Respond to questions: 1. Where can one obtain detailed information about child care facilities? 2. How can a child benefit from a day care facility? 3. How can one tell if a day care facility is a good one? 4. What does a good nursery school cost? 5. How can you tell that a nursery school has a planned program? 6. How can you tell that the day care center complies with health and safety rules? Develop criteria for selecting a nursery school.	Breckenbridge and Murph, Growth and Development of the Young Child, pp. 75-77. Bulletins: United States Department of Health, Education and Welfare, Licensing of Child Care Facilities. Day Care Services. Children in Day Care Centers with Focus on Health. Pamphlets: National Association for the Education of Young Children, Benefits of a Good Nursery School. Child Welfare League Of America, Questions about Nursery Schools. Public Affairs, Children of Working Mothers.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify prenatal stages in the development of a child and the length of time for each stage.	View selected filmstrip and examine charts and drawings to learn how the embryo grows and develops during various stages of prenatal development.	Filmstrips: Time-Life, Life before Birth, Part II. Guidance Associates, Understanding Human Reproduction, Part III. Charts from local family planning clinic. Educational Record Transparencies Sales: The Baby - Its Conception, Growth and Birth.
	Read selected reference on prenatal development and note changes which take place.	Ames, Child Care and Development, pp. 29-33.
Define terminology related to prenatal child development.	Read reference to define terms related to the stages of the unborn child.	Brisbane, The Developing Child, pp. 41-42.
	List the influences in the environment (within-without) that could affect the unborn child's growth and development in an undesirable way.	
	Answer questions to test your learning on prenatal development.	Brown and Plihal, Evaluation Materials for Use in Teaching Child Development. (Teacher Reference)

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State guidelines for health care which assure a pregnant woman maximum health for her child and herself.	Define gestation.	Dictionary.
	List all the factors involved in prenatal care that you know. Add to your list through examination of references.	
Describe signs of pregnancy.	Read suggested references for signs of pregnancy.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, p. 3. Brisbane, The Developing Child, p. 35. Birch, A Doctor Discusses Pregnancy, pp. 8-14.
	Respond to a nurse or doctor explaining the first prenatal visit to the doctor by listing general procedure and information desired by the doctor.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, p. 4.
	View film, "Nine Months To Get Ready." Note medical services and facilities.	Film: Public Affairs Committee, Nine Months to Get Ready.
	Discuss importance of medical care during pregnancy. Tell why it is important to have examination as soon as pregnancy is suspected.	Pamphlets: United States Department of Health, Education and Welfare, Prenatal Care, p. 3.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Public Affairs, Nine Months to Get Ready.
	Read reference for knowledge of pregnancy tests.	Birch, A Doctor Discusses Pregnancy, pp. 1-5.
	Read suggested references to determine the health habits young girls should form today in order to prepare their bodies physically for pregnancy. List the habits and write a short paragraph about each.	
	List some "danger signals" during pregnancy that are identified in reference materials.	Ames, Child Care and Development, p. 38.
		Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 53-59.
	Determine how the following disturbances common to pregnancy can be remedied: 1. Heart burn 2. Constipation 3. Varicose veins 4. Insomnia 5. Overweight	Ames, Child Care and Development, p. 38. Hurlock, Child Growth and Development, pp. 8-9. Brisbane, The Developing Child, p. 40.
State causes of miscarriage.	Define miscarriage. Read references or consult physician as to causes of miscarriage.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, p. 54.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List physical changes, other than body size, that the mother of the unborn child undergoes.	List the main developmental characteristics of each month of pregnancy.	Rossman and Schwartz, The Family Handbook of Home Nursing and Medical Care, p. 392. Birch, A Doctor Discusses Pregnancy, pp. 19-20. Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 9-12.
Summarize selected factors which may have an influence on the development of the embryo and the fetus.	Interview several young mothers to learn the stage of pregnancy the first movement was felt, maternity clothing was first worn, and morning nausea, if any, began and ended. Report findings to class. Listen to an obstetrician speak to the class on "critical periods" in prenatal development. Research periodicals and references to prepare a chart for a bulletin board. The chart will illustrate hazards to the unborn child's "normal" development, as below:	Craig, Thresholds to Adult Living, p. 50. Smart and Smart, Children, Development and Relationships, pp. 676-679. Periodical: Redbook, "How a Pregnant Mother Protects Her Infant from Infectious Diseases."

Hazard	Critical Stage of Development
German Measles	First six weeks - three months

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize the environmental conditions that may be hazardous during the critical periods of the child's prenatal development.	
Formulate generalizations about the importance of diet in pregnancy.	Determine through references or interview why doctors are so insistent that dietary recommendations be followed during gestation and why weight gains are carefully watched during pregnancy.	Hurlock, Child Growth and Development, pp. 3-4. Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 21-22.
	Using nutrition books and pamphlets, plan menus for one day for a pregnant woman.	Brisbane, The Developing Child, pp. 37-38. Birch, A Doctor Discusses Pregnancy, pp. 37-40 Pamphlets: National Dairy Council, What to Eat? National Livestock and Meat Board, Eating for Your Baby-To-Be.
List nutrients that are increased in an adequate diet during pregnancy.	Prepare a chart of diets related to the Basic Four and discuss dietary contributions.	National Dairy Council, How Food Helps Mother and Baby. Mother-To-Be.
	View a display of dietary supplements for pregnant women. Determine why a pregnant woman might need dietary supplements.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Summarize the factors which influence the selection of activities during the prenatal period.	Read magazines and suggested references noting activities which are permissible during pregnancy. Discuss.	
	Examine attitudes through reference reading about pregnant women in the work force to determine if they are factual or value-based.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 12, 27.
	Interview employers concerning their policies and attitudes toward pregnant employees. Report findings to the class.	
Identify characteristics of comfortable maternity clothing.	Examine references to determine the types of clothing suggested for the pregnant woman. Report to class.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 24-25. Brisbane, The Developing Child, p. 39.
Appraise the relationship between maternity clothing and morale.	Interview expectant mothers about the effect of clothing on morale. Discuss in class.	
Differentiate between facts and myths regarding environmental effects upon the unborn child.	Brainstorm old wives' tales about pregnancy. Check with a doctor or references to distinguish fact from myth.	Ames, Child Care and Development, pp. 39-40. Hurlock, Child Growth and Development, pp. 8-9.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List possible fears of pregnant women. Discuss in groups.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, p. 30.
Appraise the influence that pregnancy may have on the emotions of family members.	Write a short essay on the effects pregnancy may have on the family relationships.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 31-34.
Demonstrate comprehension of importance of rest and good personal hygiene during pregnancy.	Explain how much rest is needed for the normal pregnant woman.	Brisbane, The Developing Child, p. 39.
	Describe desirable personal hygiene for a pregnant woman.	Brisbane, The Developing Child, pp. 39-40.
		Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 25-26.
	Answer questions testing your knowledge and understanding of pregnancy.	Brown and Plihal: Evaluation Materials for use in Teaching Child Development, pp. 4-22.
	Listen to a doctor or nurse tell about the process of birth and stages of labor.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Visit the obstetrics ward in a hospital. Invite mothers to your class who can tell you about the different methods of delivery. List these methods with advantages and disadvantages of each to mother and to child. Compare with reading materials.	
Define selected terminology related to birth of a baby.	Read to define the following terms: contractions, Caesarean section, natural childbirth, breech, false labor, and afterbirth and discuss meanings. Discuss: What are the signs that labor is beginning? What activity characterizes the stages of labor?	
List the factors which influence the preparation parents make for a child's birth.	Investigate kinds of preparation necessary for a baby's birth. Consider how preparations vary from family to family. Discuss: 1. What types of preparations should be made before birth? 2. What factors determine the amount of preparation to be made?	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, p. 8-9. Periodicals: Good Housekeeping. "How Much Does It Cost to Have a Baby?"
	Investigate community and family resources for solving physical and psychological problems related to birth of a baby.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read in Ingleman to check the accuracy of your ideas on indications of termination of pregnancy, hospital admittance procedures, preparation of obstetrical patients, and types of birth and obstetrical practices. Discuss findings.	Ingleman and Nelson, A Child Is Born, p. 11-37, 143-156.
Explain the relationships between length of pregnancy and physical condition and appearance of the newborn.	Do independent study on conditions of premature and postmature babies at birth. Present findings for discussion.	Pamphlet: United States Department of Health, Education and Welfare, Your Premature Baby.
	Summarize and state the major ideas gained in relation to length of pregnancy and the condition and appearance of the newborn.	
	View pictures or chart of newborn baby in Baby Talk Magazine and list characteristics of healthy newborn.	Periodical: Baby Talk, pp. 26-27.
	Write a short essay about the awesome aspects of birth.	Filmstrips: Time-Life, Life before Birth, Part II.
		Guidance Associates, Human Reproduction, Part III.
		Film: United States Department of Defense, Office of Civil Defense, Emergency Childbirth.
Write generalizations about the postnatal care of the mother.	From references, identify and discuss problems which a mother may encounter after having a baby.	Pamphlets: Seale, After My Baby What?

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		United States Department of Health, Education and Welfare, Prenatal Care, pp. 65-69.
	Write a paper on postnatal care of the mother. Include diet, exercise, personal hygiene, rest, and emotional support.	Pamphlet: Seale, After My Baby What? p. 17.
	Read references or view filmstrip to identify "danger signals" for a mother who has just had a baby.	Film: National Film Board of Canada, New Baby.
Describe the sequences of development and care needed by an infant.	Participate in a brainstorming session and list infant needs. Divide list into physical and psychological needs.	
	Plan and conduct an "Infant Day" at school. Ask parents to bring babies to class. Informally interview mothers and observe babies to compare variations in physical development of comparable ages.	
	Identify through references the sequences of development the infant seems to go through in these periods: 1. Neonate 2. Six weeks 3. Three-four months 4. Five-six months	Pamphlet: Ross Laboratories, The Phenomena of Early Development. Bulletin: Nevada State Department of Education, A Guide for Teaching Child Care and Development, pp. 27-28.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Visit obstetrics ward at a hospital to learn about the care of the infant immediately following delivery. (or) View film to learn of immediate post delivery care of infant. (or) Read references for immediate post delivery care of infant.	Film: United States Department of Defense, Office of Civil Defense, Emergency Childbirth. Pamphlets: United States Department of Health, Education and Welfare, Office of Civil Defense, Family Guide to Emergency Health Care, pp. 76-88.
	Examine identification bracelets (bead and tape) and a birth certificate application form.	Children's Bureau, United States Department of Health, Education and Welfare, Prenatal Care, pp. 75-76.
	Discuss the other forms of registration and certification and answer the following questions: 1. What is the purpose of each? 2. How is each obtained?	
State effects of normal breast feeding upon the infant as compared with formula feeding.	Interview young mothers to determine whether they breast fed or bottle fed and for their assessments of the advantages and disadvantages of each.	
	Summarize the pros and cons of both breast and bottle feeding.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read about and discuss the process of lactation.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 71-72. Pamphlet: Carnation Company, Pregnancy, pp. 19-20.
	Listen to a student report on the "LaLeche League" about psychological aspects of breast feeding. Explore research reviews about the relationship of breast feeding and certain personality characteristics in the developing child. Discuss findings.	Ames, Child Care and Development, pp. 123-124. Brisbane, The Developing Child, pp. 101-102. Pamphlet: Mead Johnson, Breast Feeding. Hurlock, Child Growth and Development, pp. 81-82.
	Discuss the effects of the mother's smoking and drinking while she is breast feeding her baby. Participate in groups to discuss and summarize points in favor of and against breast feeding. Talk with a great-grandmother about how she managed to feed her children without modern equipment.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View display of bottles, nipples, and equipment for sterilization preparation, and ingredients used in making formula. Answer questions: 1. What determines the method of preparation to be used? 2. What determines the ingredients to be used?	
	Invite a child development specialist to discuss theories about child feeding (self-demand and regular schedules).	
	Conduct experiments to show how quickly milk spoils at 72 degrees and at 80 degrees F.	
	Relate experiences which you have heard regarding colic and spitting up. Discuss: What causes a baby to spit up? What causes a baby to have digestive problems? What is colic?	Pamphlets: United States Department of Health, Education and Welfare, Infant Care, p. 22.
	Observe a mother demonstrate feeding the baby. Discuss: Warming the bottle, tilting the bottle, checking the size of nipple holes, testing the warmth of the milk, holding the baby and burping the baby.	Infant Feeding.
	Read selected references on feeding the infant. Summarize findings.	Pamphlets: United States Department of Health, Education and Welfare, Infant Care, pp. 13-22. The Gerber Company, Infant Nutrition.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read and discuss suggestions for promoting proper elimination.	Pamphlet: United States Department of Health, Education and Welfare, Infant Care, p. 23.
	Compute the cost of a minimum infant wardrobe.	
Make a list of guidelines for selecting and caring for infant clothing.	Bring to class samples of infant clothing. Analyze the features of the garments for the advantages and disadvantages of each.	
	Examine a variety of diapers available on the current market. Discuss the pros and cons of disposable diapers. Demonstrate different methods of folding diapers for increased absorbency. Practice putting one on doll.	
	Demonstrate efficient methods of dressing a child for maximum comfort.	
	Discuss appropriate laundering techniques for baby clothing.	
Demonstrate techniques and procedures for bathing a baby.	View selected film on recommended techniques for bathing a baby.	Film: Johnson and Johnson, Baths and Babies.
		Pamphlets: Winthrop Laboratories, A Bath Can Do Much More Than Bathe Your Baby.
		Hurlock, Child Growth and Development, pp. 125-126.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine charts which give the steps in bathing a baby.	Chart: Johnson and Johnson, How to Bathe a Baby.
	Make a list of safety precautions to follow in bathing a baby.	
	Discuss environmental conditions to be considered in bathing a baby.	Pamphlet: Johnson and Johnson, Keeping Baby Clean.
	Demonstrate bathing a baby using recommended techniques.	
Specify criteria for an infant's sleeping equipment and conditions.	Describe desirable characteristics of room and bed for a baby to sleep.	Pamphlet: United States Department of Health, Education and Welfare, Infant Care, pp. 24-26.
	Determine by reading the amount of sleep usually required by an infant and how this decreases with age. Discuss individual differences in sleep requirements.	Ames, Child Care and Development, pp. 126, 128, 161.
	Read to determine safety practices in relation to sleeping arrangements for babies.	Hurlock, Child Growth and Development, pp. 122-124.
	Read to determine advantages of the infant's sleeping on his stomach.	Brisbane, The Developing Child, pp. 66-67.
Describe importance of protecting the infant from disease and illness.	Describe home conditions which help protect the infant from communicable diseases.	

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine infant care references to determine which immunizations are usually prescribed during the first year. Determine the recommended frequency at which an infant should be returned to the doctor.	
Describe symptoms and treatments of infant illnesses.	Read selected references to identify communicable diseases contracted by infants. List the symptoms of each. Tell which are more serious. Read to identify symptoms of illness in an infant.	Home Economics Instructional Materials Center, Texas Tech, Child Care Aide. Pamphlet: Johnson and Johnson, When Baby Is Ill.
Identify common causes of accidents involving infants.	List experiences you had or heard about relating to children's accidents. Discuss causes, prevention of accidents, and how to meet emergencies. Form generalizations concerning health and safety of the infant.	Hurlock, Child Growth and Development, pp. 71-72. Pamphlets: Division of Maternal and Child Health, S. C. State Board of Health. Protect Your Baby, Birth - 4 Months. Protect Your Baby, 4 - 7 Months. Protect Your Baby, 7 - 12 Months. Hurlock, Child Growth and Development, p. 75.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Johnson and Johnson, Inc., A Safer World for Babies and Toddlers.
Describe the part experience and growth play in learning.	Introduce a toy or play material to an infant that gives him a sensory experience. Relate the response of the infant to the class.	
	Read to determine how babies learn. What can parents do to enhance their learning?	Periodical: Parade, "Baby Power."
	Identify and test some intellectually stimulating games for babies.	Brisbane, The Developing Child, pp. 151-168.
		Oxford University Press, Studies in Cognitive Development.
		"The Initial Coordination of Sensorimotor Schemes in Human Infants." (Teacher Reference)
	Read selected references for suggestions on how a baby comes to feel love and security.	Bulletin: The Nevada State Department of Education, A Guide for Teaching Child Care and Development, pp. 33-36.
	Through observation, analyze and describe the manner in which a baby displays delight, fear, and anger.	Brisbane, The Developing Child, pp. 119-148.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe conditions which promote healthy emotional development in an infant.	Write an essay on "A Healthy Environment For The Newborn." Include food, clothing, bathing, sleeping, medical care, intellectual stimulation, and emotional atmosphere.	
Make generalizations about cost related to pregnancy and birth.	Listen to an insurance agent discuss the advantages and disadvantages of hospital and medical insurance that includes maternity benefits. Analyze some policies which include maternity benefits for the types and conditions of benefits.	Insurance representative. Insurance policies.
	Secure from a local hospital the cost of hospitalization for maternity cases. Include cost of special cases such as multiple birth, premature birth, or birth by Caesaren section.	Information from local hospital on cost for maternity cases.
	Make a survey to determine average expenses incurred by new mothers for the baby. Discuss.	
	Respond to a competent mother talking to the class about the cost of a baby, in terms of time, money, care, freedom, and responsibility by estimating price for each cost factor.	
	Study nursery equipment according to cost and quality. Take a field trip and compare prices.	Pamphlet: United States Department of Health, Education and Welfare, Prenatal Care, pp. 41-43.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss the use of items which could be improvised to reduce cost. Determine what is needed in a layette. Consider how ideas on dressing babies differ now from the ideas of the past generation. Write generalizations about the cost of pregnancy and birth.	

CONCEPTS: Child Rearing Practices

OVERALL OBJECTIVES: Show understanding of cultural differences in child rearing practices.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe ways in which families from different cultures assume the functions of child rearing.	Prepare bulletin board on children of various cultures. Title it "How are they similar?" "How are they different?"	National Geographic Magazine.
	View and discuss selected filmstrip.	Filmstrip: Eye Gate Company, Children around the Globe.
	Read suggested references to gain knowledge of the universality of family functions for child care and how culture affects these functions.	Brisbane, The Developing Child, Ch. 16.
	View chosen film, then answer questions: 1. Which functions were performed in a similar manner? 2. Which functions were performed in a different manner?	Film: McGraw-Hill, Four Families, Parts I and II.
	Research and discuss: How do child rearing practices vary from one family to another in American culture? Is there a recognizable pattern of child rearing in a given socio-economic group? Cite examples, if so.	
	Examine cultural differences in buzz groups. Examples: aspects of child rearing about which individuals may differ (make a list for class reaction); ability to set long-range goals; attitudes toward parents, work, sex, peer group status, competition, delinquency, infant feeding,	

CONCEPTS: Child Rearing Practices

OVERALL OBJECTIVES: Show understanding of cultural differences in child rearing practices.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	toilet training, immediate gratification of wants, language development, moral standards, school achievements, sex-appropriate behavior, vocational choice, and self-esteem. Write your child rearing philosophy.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe developmental tasks of the child from birth to six years.	After study, write in your own words a definition of developmental task.	Hurlock, Child Growth and Development, pp. 180-181.
	Develop and complete a chart to list developmental tasks for age groups.	Todd and Hefferman, The Years before School, pp. 43, 45, 46. Langford, Guidance of Young Children, p. 64. Hurlock, Child Development, pp. 5-6, 98. (Teacher Reference) McDermott, et al., Homemaking for Teen-agers, 3rd ed., II: 67-124.
	Study charts which describe the physical and motor development that usually occurs during childhood. Examples: learning to walk, learning to eat solid food, learning to talk, learning to control elimination.	Todd and Hefferman, The Years before School, pp. 45-46.
	Make a chart of "What to expect of children at certain age levels."	Hurlock, Child Growth and Development, pp. 180-183. Film: AVI Associates, How an Average Child Behaves.
	Prepare bulletin boards to illustrate common characteristics of children.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Interview parent to learn age his child started to: Roll over Creep Walk Talk Dress himself Control elimination Bring this information to class and compare individual children with your chart. Discuss. Determine whether each child, although different, follows a pattern. Develop a guide and observation form for observing children. Plan and give a party for children. Using the guide developed, observe their behavior. Record age and behavior. At the next lesson, analyze the individual differences of different ages. (or) Observe a child, noting evidences of striving to accomplish developmental tasks. Listen to a mother talk to the class about these developmental tasks giving illustrations from personal experience. After hearing her, write ways in which adults and/or teenagers can help children achieve developmental tasks.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze the influence of basic needs satisfaction upon personality.	View selected film on child development and list ideas for helping a child learn a specific motor skill.	Film: McGraw-Hill and Arizona University, Principles of Development.
	Discuss "How do we want a child to view himself?" "What kind of attitude or feeling toward his physical self do we teach him to develop?" "What are examples of behavior that are evidences of attitudes toward physical self?"	
	View chosen film on a child's first two years.	Film: New York University, Abby's First Two Years.
	From discussion and what you saw in the film, explain the relationship between feelings of the parents and the child's physical development.	
	Compare the physical change between the infant and toddler stages.	
	List physical changes and discuss the kinds of care required for a toddler.	
	Construct a bulletin board of pictures and/or diagrams illustrating a variety of food patterns for the toddler stage. Identify factors which influence the diet of the toddler and determine the effects of the following factors: 1. Child's needs 2. Parents' love 3. Parents' preferences 4. Cultural pressures	Pamphlet: United States Department of Health, Education and Welfare, Infant Care Series: Infant Feeding.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify problems of children related to mealtimes.	List some mealtime problems and suggest methods of solving them. Compile the common eating problems found among young children. Discuss them regarding their seriousness. Divide into groups to list and discuss the following: 1. Forced feeding 2. Amount to serve 3. Likes and dislikes 4. Between-meal-eating 5. Bribery to eat 6. Dawdling over meals Role play mealtime situations that promote emotional satisfaction: 1. Attractive food 2. Small servings 3. Some freedom to choose his own 4. Some freedom to eat in his own way 5. Relaxed parents	Hurlock, Child Growth and Development, pp. 193-195, 202-203. Pamphlets: National Dairy Council, Feeding Little Folks. Food before Six.
Recognize ways in which parents can aid toddlers in meeting needs for sleep.	Read selected information on children's sleep needs and respond to questions. 1. How does the amount of sleep needed by young children differ from that needed by infants? 2. How can you determine a child's need for sleep? 3. What sleeping facilities are needed?	Hurlock, Child Growth and Development, pp. 207-338. Shuey, et al., Learning about Children, pp. 195-196. Hurlock, Child Growth and Development, pp. 203-217.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop criteria to use in selecting physical facilities and conditions for toddler's sleep needs.	
	Discuss this situation: Mrs. Taylor does not feel concerned over John's sleep needs. Now that he is two years old, John has not been encouraged to establish a regular routine and schedule for sleep. Mrs. Taylor feels that John is now old enough to adjust to the general family pattern. State how you feel about this. Explain why.	
Describe relationship between a child's clothing and his physical growth and development.	Display clothing for children to illustrate weights, fiber, fasteners and openings.	Hurlock, Child Growth and Development, pp. 4, 229, 549.
	Determine how clothing will affect the physical development of children with respect to: 1. Comfort 2. Activity 3. Safety 4. Self-dressing	
	After reading references on clothing selection for children, develop guidelines for selecting children's clothing.	Brisbane, The Developing Child, pp. 181-186.
	Given five examples of selected items of children's clothing, evaluate in relation to the developed guidelines.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare a report using resources for reading, pictures from papers, catalogues, magazines, or drawings to illustrate actual selections. State criteria you used for your selection of clothing.	
Describe parental responsibility for a child's health and safety.	State your ideas about the following: 1. Age to begin bowel control 2. Determining bladder control 3. Determining when a child will be trained.	Brisbane, The Developing Child, pp. 192-194.
State recommended procedures for toilet training.	Read chosen references on bowel and bladder control. Consider techniques used to train the child: 1. Personal cleanliness 2. Habits to help the child establish future hygienic attitudes and practices. Discuss findings with class. Summarize the discussion and state ideas gained from reading and discussion.	
Identify physical activities which develop a child's motor skills.	After reading selected resources, discuss: 1. Exercises for developing large muscles of toddlers 2. Activities for developing finer muscles of toddlers.	Baker and Fane, Understanding and Guiding Young Children, pp. 101-102.
	List basic motor activities and skills of the four, five, and six year old that have aided in their physical development. Take a matching test of exercises and activities with skill development that they support.	Brisbane, The Developing Child, pp. 266-267, 269-270.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Determine the factors in a child's environment which affect his intellectual development.	Listen to parents of young children participate in a symposium to discuss the intellectual needs of children and how, as parents, they can help in meeting these needs. Write a paragraph describing what you believe to be the responsibility of parents for an environment which fosters the infant's mental development. Discuss influence of experiences such as travel and association with various kinds of people on a child's mental development. Discuss the value of television in the lives of children. Respond to the effect of television cartoons on children. Read selected references to answer the following: 1. How does mental development begin? 2. Define the term cognitive. 3. What is meant by "each child's ability to learn?"	Cartoons. Brisbane, The Developing Child, pp. 151-170. Baker and Fane, Understanding and Guiding Young Children, pp. 161-210. Hurlock, Child Growth and Development, pp. 356-358. Shuey, et al., Learning about Children, pp. 205-223, 253-267.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Pamphlet: Science Research Associates, Inc., Mental Abilities of Children.
	Write a paper on the factors in the total environment that affect a child's intellectual ability.	
List the stages in the emotional development of the young child.	Prepare a bulletin board which illustrates the stages in the emotional growth of the young child.	
	State guidelines for encouraging healthy emotional growth of the young child.	
	Describe ways in which emotional development takes different forms at different times.	
	Read selected references for background information on development, specific emotions, and emotional expression.	Brisbane, The Developing Child, pp. 17-23, 28, 197-227.
	List healthy ways in which children can cope with emotional problems.	Pamphlet: Science Research Associates, Inc., Emotional Problems of Growing.
		Ames, Child Care and Development, pp. 111-114.
		Pamphlet: Public Affairs, Your Child's Emotional Health.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Relate from personal experiences feelings when a goal has been achieved.	
	Discuss how unrealistic expectations of parents can affect the emotional development of the child.	
	Discuss the importance of experiencing success to develop a strong self-concept.	Pamphlet: Science Research Associates, Inc., Building Self Confidence in Children.
		Ross Laboratories, Developing Self-Esteem.
	Divide into groups to study in depth these emotions: fear, anger, and love. Report study summary to class.	
	View selected film, then discuss a child's emotions and feelings.	Film: South Carolina Department of Mental Health, Child's Emotions.
	Discuss with a psychologist the following questions: 1. How can emotional behavior be modified? 2. How are emotional behaviors learned? 3. To what other aspects of development is emotional behavior related? 4. How do individuals change with age in the way they respond to emotions?	
	Summarize major points of the discussion.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in a brainstorming session for methods children can be included in family responsibilities to help them feel a sense of belonging.	
	Read chosen pamphlet and role play ways to teach children to assume responsibility.	Pamphlet: Public Affairs, Your Child's Sense of Responsibility.
	Summarize the influence of satisfaction and/or frustration upon the emotions by listing statements on an overhead projector.	
	Complete the following sentences: "Emotionality increases as . . ." "Emotionality is controlled by . . ."	
List ways that children learn social behavior.	Observe children in the classroom, the home, or the child care center. Develop a list of social behavior patterns that appear to exist among children. List evidence such as love, fear, anger, jealousy, and joy.	
	Read selected reference on norms and patterns of social development. Note social development and how parents can help the child enjoy members of the family and show affection.	Westlake, Relationships, A Study in Human Behavior, pp. 22-23, 28-29, 36-38, 88-89.
	Write a paper: "Why is it important that children's social needs are met?" Discuss the relationship of early social and emotional learning to the quality of personal interrelationships in later life.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List ways that parents help their children to develop socially.	List the responsibilities of parents in guiding the social development of young children.	Pamphlets: Science Research Associates, What You Should Know about Parenthood.
		Bureau of Publications, Teachers College of Columbia University, Being a Good Parent.
	By making a chart, compare the characteristics of children at the different stages of social development.	Smart and Smart, Children-Development and Relationships, pp. 137-186, 277-280, 305-338. (Teacher Reference)
	Discuss interrelationship of physical, emotional, mental, and social development.	
	Explain the effect of environment on each of the above.	
	Discuss some generalizations about developmental needs.	
Formulate guidelines for discipling a child.	Distinguish authoritarian from developmental discipline. Give examples of each.	
	Read selected child development theories to develop a definition of discipline.	
	Describe difference between "discipline" and "methods of control."	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Using references, list reasons why discipline is necessary for the child's growth and welfare. Give pros and cons of various methods of control.	Pamphlets: Ross Laboratories, When Your Child Is Contrary. Your Children's Quarrels. Human Relations Associates, Discipline. Child Study Associates of America, The Why and How of Discipline. Brisbane, The Developing Child, pp. 120, 200-201, 215-216. Ames, Child Care and Development, pp. 223-233.
	List the characteristics of "good" discipline. Write a paragraph on the necessity of discipline for the child's learning behavior. Consider conformity to social standards, acquisition of responsibility, and achievement of self control.	Westlake, Relations - A Study in Human Behavior, pp. 406-407. Pamphlets: Human Relations Association, Discipline. Child Study Association of America, Discipline through Affection. The Why and How of Discipline.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss "All behavior is caused." Does understanding this statement affect your attitude toward good discipline? Discuss with a psychology teacher the importance of helping a child to develop a sense of autonomy and self-will. What are the dangers in causing a child to be submissive? After the discussion, complete an agree-disagree check list on guidance of children to promote autonomy. Participate in a contest called "Accentuate The Positive." Select a leader. Line up. Leader reads a statement used with children beginning with "Don't." Each student in turn gives acceptable "positive translation." If he cannot, he drops out. Continue until "top two positive experts" remain. Record positive and negative statement on board. Discuss: What are some positive ways to get a child to obey you? What are some negative ways? Tell how these ways would make you feel if they were used on you. Explain, through the use of contrived incidents, the difference between positive and negative punishment and give examples.	Baker and Fane, Understanding and Guiding Young Children, pp. 97-98, 128, 225-227, 229.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Study the following situation and tell how you would handle it if the child were a toddler and if the child were five years old. You are taking care of Sam. He is playing in his room while you are watching television. When you go into his room, he has written on the bedspread with a magic marker. Make a list of twenty statements beginning with "Don't" that are commonly used in dealing with preschool children. Match them with twenty positive statements. List desirable ways to handle a child between ages two and three whose natural response is "No." Given selected experiences of handling a two year old, write suggested methods to respond to him. Role play situations where parental correction of children is made positively. Observe guidance techniques of parents at a supermarket or playground. Record and analyze your findings. Role play guidance techniques. Discuss ways in which values are acquired and describe situations that may change values.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Identify in writing the role parents play in helping children establish values.	
	Determine amount and kinds of guidance needed as the child learns to manage his money.	Pamphlet: Public Affairs, Your Child and Money.
	Make a list of guidance guidelines.	
Differentiate between desirable and undesirable habits.	Make a list of desirable and undesirable habits of children. (Include health habits such as hand washing.)	
	Participate in brainstorming session to reinforce the learning of desirable habits.	
	Observe a child. List his desirable habits and undesirable habits.	
Demonstrate ways that guidance helps children to establish habits.	Read selected references to define habits, consistency and routine.	Cross, Enjoying Family Living, pp. 150-155.
	Discuss the importance of forming "good" habits.	
	Answer questions: 1. How can habit formation be aided? 2. Do children want to care for their own belongings? 3. What influence does expecting the child to care for his own things have? 4. How much should you expect of a child?	Langford, Guidance of Young Children, pp. 35-51.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List several reasons for allowing children to do things for themselves.	
Describe how appropriate equipment and opportunity encourage a child to care for his body.	View display of equipment in adult and child sizes: 1. Toothbrush 2. Soap 3. Towel 4. Washcloth	
	Explain how child size equipment can encourage development of personal habits.	
	Listen to a nursery school or kindergarten teacher discuss some suggestions for guiding children to form desirable habits.	
	Outline methods to help a child you know develop desirable habits.	
	List some guidelines for identifying expectations of a child.	
	Role play a "right" way and a "wrong" way of guiding a child habitually to pick up his toys.	
Draw conclusions for helping children form good habits.	Write a brief summary of why consistency and routine aid in habit formation.	
Identify factors which promote good health and safety of the child.	Listen to a nurse speak on children's illness, immunizations, and prevention. Define immunization using pamphlet.	Pamphlet: Metropolitan Life Insurance Company, Memo to Parents about Immunizations.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Make a report on childhood diseases and their symptoms, length of illness, and recommended treatment.	Brisbane, The Developing Child, pp. 444-459. Hurlock, Child Growth and Development, pp. 169-173. Todd and Hefferman, The Years before School, pp. 193-201.
	Act out skits about good health: "Learning About The Dentist" "Learning About Germs" Make up others.	Smart and Smart, Living and Learning with Children, pp. 40-42, 49.
	Write a paper on the development and care of children's teeth.	Brisbane, The Developing Child, pp. 343-344. Pamphlet: Mead Johnson Laboratories, Good Teeth for Your Child.
Describe ways of caring for a sick child.	Study the nutritional needs of a convalescing child. Plan menus and ideas for tempting a child's appetite. Describe criteria used.	Brisbane, The Developing Child, p. 452.
	Summarize ways to keep a sick child happy. Prepare file of activities and ideas.	Brisbane, The Developing Child, pp. 449-454.
Identify the most common children's accidents.	Participate in a brainstorming session for ways to prevent accidents of small children.	Pamphlet: Metropolitan Life Insurance Company, Sitting Safely.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Bring to class newspaper clippings of children's accidents. Discuss these and children's accidents in which you have been involved. In each case, explain how the accident could have been prevented.	
Describe basic precautions to avoid children's accidents.	Observe a child or group of children playing on a playground. Note the safety hazards of the surroundings.	
	Study and practice first aid techniques.	The American Red Cross, Home Nursing Textbook.
	Write and perform a skit on children's safety, illustrating knowledge gained in this study.	
	Participate in a role-playing situation to illustrate your reaction and action to the following situation: You left the razar on the bath tub. The twenty month old child is screaming when you reach the bathroom and blood is spurting from his wrist.	
Describe play materials and activities for the young child which are appropriate for his stage of development, meet his individual needs, and will contribute to his total development.	List the values of play.	Baker and Fane, Understanding and Guiding Young Children, pp. 78-80, 163-170.
	View selected filmstrip and discuss the value of the play experiences illustrated.	Filmstrip: J. C. Penney Company, Play.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read selected references and discuss the types of play. List some play activities. Group the activities according to the kind of play (passive, active, listening, watching, etc.). Discuss and give examples of the following categories of play: 1. Exploratory 2. Dramatic 3. Constructive 4. Creative 5. Imaginative 6. Cooperative	Hurlock, Child Growth and Development, pp. 246-248. Cross, Enjoying Family Living, pp. 149-150.
	Trace the social aspects of play through the various stages. (solitary play, parallel play, and group play.) Give examples of each.	Langford, Guidance of the Young Child, pp. 101-133. Hurlock, Child Growth and Development, p. 248. Ames, Child Care and Development, p. 248. Cross, Enjoying Family Living, pp. 146-149.

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Define play materials and creativity. Discuss "Play material should provide for creativity." Answer questions: 1. How can a child be encouraged to create? 2. What kind of toys are considered creative? 3. Why is storytelling a creative activity? 4. How can children who enjoy music be creative? 5. What is the key to promoting creativity?	Cross, Enjoying Family Living, pp. 143-149.
	Summarize characteristics of desirable play material that aid in development at different stages.	Ames, Child Care and Development, pp. 238-241.
	List some reasons for variety in play activities.	Cross, Enjoying Family Living, pp. 149-150.
	Listen to a panel of parents and nursery school teachers discuss games and toys for children.	
	Respond to a librarian discussing books for children. Review selected books appropriate for children of different ages.	
	Practice reading stories to children. Evaluate your efforts.	
	Locate books in the library which suggest: 1. Games that children play together. 2. Activities for playing individually and in groups. 3. Creative activities for children.	

CONCEPTS: Development and Nurture of Young Children

OVERALL OBJECTIVES: Show comprehension of physical, mental, emotional, and social growth needs in relation to the developmental stages of the child from birth to six years.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare materials for art work and observe children using them. Record observations and report to class. Develop a list of criteria for selecting play materials and activities for children. Visit a toy store and identify toys that provide for various types of development. Report to class. Observe a group of children at play and report the evidences of play contributing to each type of development.	Shuey, et al., Learning about Children, pp. 219-221. Cross, Enjoying Family Living, pp. 148-150.

CONCEPTS: Child Welfare Laws

OVERALL OBJECTIVES: Demonstrate understanding of child welfare laws.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Formulate generalizations about child welfare laws.	Cite examples from newspapers, periodicals, and news reports which illustrate the need for legal protection of children.	Newspapers and periodicals.
	Conduct research on laws which protect children.	Bulletin: United States Department of Health, Education and Welfare, Child Welfare Laws. S. C. Code of Laws, Infants, Minors and Abuse. Local Family Court. Legal Aid Society.
	Interview people who work in juvenile or family court and welfare departments to learn about their work, or invite them to speak to class.	
	Discuss possible citizen action for improving the legal protection of children.	
	Write an evaluation of the present child care welfare laws in South Carolina.	

CONCEPTS: Adoption of Children

OVERALL OBJECTIVES: Show awareness of the rights of the adopted child, adoptive parents, and natural mother.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Delineate the responsibility parents have for adopted children, foster children, or stepchildren in their family.	Listen to a resource person present a program: "Responsibilities of adults for children entering a family by means other than birth."	Family court judge. Family counselor.
	Read selected reference as basis for discussion of responsibility of parents for children in their family who are adopted.	Pamphlets: Public Affairs, You and Your Adopted Child. United States Department of Health, Education and Welfare, When You Adopt a Child. Child Welfare League of America, Adoption. Westlake, Relationships, A Study in Human Behavior, p. 345-356. Pamphlet: United States Department of Health, Education and Welfare, The Attorney Part in Adoption.
	View selected film to identify role of foster parents and placement procedures. Divide into groups and consider questions: 1. Who is a foster child? 2. Who are foster parents? 3. How does a foster family prepare for a foster child?	Film: Division of Welfare Services, Los Angeles, Homeless Child. Shuey, et al., Learning about Children, pp. 56-58.

CONCEPTS: Adoption of Children

OVERALL OBJECTIVES: Show awareness of the rights of the adopted child, adoptive parents, and natural mother.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Why are foster children available only for temporary placement, rather than adoption? 5. What are the community agencies? 6. What responsibility do foster parents have for the foster child in their home? Discuss the responsibility of a parent for stepchildren. Consider how stepchildren are acquired. Respond to questions: 1. Who is a stepchild? 2. Who is a stepparent? 3. Are all stepparents alike? 4. What responsibilities do stepparents have? 5. Do the responsibilities of a stepparent differ from those of a natural parent?	Simon: Stepchild in the Family. (Teacher Reference) Pamphlet: Public Affairs, Stepmother Can Be Nice.
Describe ways states differ in legal requirements of adoption, placing, and caring for foster children.	Prepare a report, based on library research and interviews, on the legal requirements in South Carolina for adoption. Participate in a circular discussion contributing responses to questions about legal requirements: 1. What are the legal agencies for adoption in South Carolina? 2. What are the requirements which adoptive parents must meet? 3. What is the probation period in South Carolina? Develop questions about legal requirements for placement and care of children in foster homes. Discuss with class.	

CONCEPTS: Community, State, and National Resources and Services for Child Development

OVERALL OBJECTIVES: Show awareness of the agencies and of help that is available in the development, health, and welfare of children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List agencies and assistance provided for welfare, help, and development of children.	Through research, speakers, or interviews, collect and present to class information on the services of agencies concerned with the health, welfare, and development of children. Request information on all organized health related programs in South Carolina and present to class. Identify agencies in the community and determine the services offered by each. Find out who is eligible to use the services and what procedures should be followed. Match a list of services to a list of agencies.	National Agencies: 1. Children's Bureau. 2. Welfare Administration. 3. Child Welfare League of America. 4. National Committee for the Day Care of Children. 5. Salvation Army. 6. Social Security Administration. 7. Bureau of Family Services. 8. Office of Education. South Carolina Health Agencies: Office of Comprehensive Health Planning, South Carolina State Board of Health. Resource people: School social worker. Family court judge. School psychologist.

CONCEPTS: Career Opportunities Related to Children

OVERALL OBJECTIVES: Demonstrate comprehension of job opportunities in child development and child care services.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe career opportunities in child care and development.	Listen to a school guidance counselor give information on job opportunities in the child care and development area.	School guidance counselor.
	Respond to a taped interview of a person from a local employment agency to discuss the area job opportunities for child care workers, and the procedure for securing work.	
	Read selected references on careers and make a list of child development and/or child care occupations in relation to level of training: 1. High school courses only 2. High school diploma 3. Two years beyond high school 4. Four or more years beyond high school	Hoeflin, Careers in Home Economics, pp. 106-110. Nelson, Looking Forward to a Career in Home Economics, pp. 99-102. Bulletin: U. S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 1972-1973 ed., pp. 262-267.
	List possible job opportunities in child care and development beside each place of employment: 1. Schools 2. Hospitals 3. Retail stores 4. Recreational centers 5. Homes - private and institutional.	

CONCEPTS: Career Opportunities Related to Children

OVERALL OBJECTIVES: Demonstrate comprehension of job opportunities in child development and child care services.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Choose one career in child development or care, and interview a person in this position about job benefits and opportunities. Report findings to class on: 1. Name of career 2. Amount of education required 3. Special features and requirements (desirable and undesirable) 4. Possible places of employment 5. Benefits 6. Salary Discuss desirable characteristics of an employee in jobs related to child development and care, such as: 1. Dependability 2. Honesty 3. Empathy for children 4. Understanding of children's needs 5. Responsibility for the safety of a child 6. Health habits 7. Emotional behavior 8. Appearance 9. Communication skills 10. Interest in further training 11. Personality traits 12. Competence in manipulative, mental, and social skills Visit a day care center or nursery and observe what is required of helpers. Discuss in class. Choose the career in child development and/or child care that you would prefer. Describe and give reasons for your choice.	

Resources for Child Development

Semester Course

Books:

Ames, Louise. Child Care and Development. Philadelphia: J. B. Lippincott Company, 1970.

Baker, Katherine and Xenia Fane. Understanding and Guiding Young Children. Englewood Cliffs: Prentice Hall, Inc., 1971.

Birch, William. A Doctor Discusses Pregnancy. Chicago: Budlong Press Company, 1967.

Breckenridge, M. E. and M. N. Murphy. Growth and Development of the Young Child. Philadelphia: W. B. Saunders Company, 1969.

Brisbane, Holly. The Developing Child. Peoria: Charles A. Bennett Company, 1971.

Brown, Marjorie and Jane Plihal. Evaluation Material for Use in Teaching Child Development. Minneapolis: Burgess Publishing Company, 1970. (Teacher Reference)

Burt, John and Linda Brower. Education for Sexuality. Philadelphia: W. B. Saunders Company, 1970. (Teacher Reference)

California Conference on Abortion. Abortion and the Unwanted Child. New York: Springer Publishing Company, 1971.

Callahan, Daniel. Abortion: Law, Choice and Morality. New York: Macmillan Company, 1970.

Craig, Hazel. Thresholds to Adult Living. 2nd ed. Peoria: Charles A. Bennett Company, 1969.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Duvall, Evelyn. Family Living. Philadelphia: J. B. Lippincott Company, 1961.

Hoeflin, Ruth. Careers in Home Economics. New York: The Macmillan Company, 1971.

Resources for Child Development

Semester Course

Books:

Hurlock, Elizabeth. Child Growth and Development. New York: Webster Division, McGraw-Hill Book Company, 1968.

Hurlock, Elizabeth. Child Development. New York: McGraw-Hill Book Company, 1964. (Teacher Reference)

Ingleman, Sundberg and Lennart Nelson. A Child Is Born. New York: Delacorte Press, 1965.

Klemer, Richard. Marriage and Family Relationships. New York: Harper Row and Company, 1970.

Langford, Louise. Guidance of Young Children. New York: John Wiley and Sons, Inc., 1966.

Maternity Center Association. A Baby Is Born. New York: Grossett and Dunlap, 1964.

McDermott, Irene, Jean Norris, and Florence Nicholas. Homemaking for Teen-agers. 6th ed., Book II. Peoria: Charles A. Bennett Company, Inc., 1972.

Nelson, Joe. Looking Forward to a Career in Home Economics. Minneapolis: Dillon Press, 1970.

Nursing Services, American Red Cross. Home Nursing Textbook. New York: Doubleday and Company, Inc., 1969.

Rossman, I. J. and Doris Schwartz. The Family Handbook of Home Nursing and Medical Care. New York: J. B. Lippincott Company, 1968.

Shuey, Rebekah, Elizabeth Woods, and Esther Young. Learning about Children. 3rd ed. New York: J. B. Lippincott Company, 1969.

South Carolina Code of Laws, Supplement on Infants, Minors, and Abuse. County Court House, Law Library, 1972.

Resources for Child Development

Semester Course

Books:

Siman, Mollie. Stepchild in the Family. New York: Pocket Books, Inc., 1964. (Teacher Reference)

Smallwood, Green. Modern Biology. Indianapolis: Silver Burdette Company, 1968.

Smart, Mollie and Russell Smart. Children - Development and Relationships. 2nd ed. New York: Macmillan Company, 1972. (Teacher Reference)

_____. Living and Learning with Children. Boston: Houghton Mifflin Company.

The Modern Encyclopedia of Baby and Child Care. 10 Vols. New York: Golden Press, 1966.

Todd, Vivian and Helen Heifferman. The Years before School. 3rd ed. New York: Macmillan Company, 1971.

Westlake, Helen. Relationships, A Study in Human Behavior. Atlanta: Ginn and Company, 1969.

Wolf, Anna. The Parents' Manual. New York: Frederick Ungar Publishing Company, 1962.

Essays:

Elkind, David and John Slavell. Essays in Honor of Jean Piaget. Studies in Cognitive Development. New York: Oxford University Press, 1969. (Teacher Reference)

Bulletins and Pamphlets:

Association for Voluntary Sterilization, Inc. Voluntary Sterilization. 14 West 40th Street, New York, New York 10018.

Resources for Child Development

Semester Course

Bulletins and Pamphlets:

Carnation Company. Pregnancy. 5045 Wilshire Boulevard, Los Angeles 36, California, 1971.

Carolina Population Center. 407 Pittsboro Street, Chapel Hill, North Carolina 27514.
If You're Not Ready for Another Baby
Planning Your Pregnancy
The Right Way to Birth Control

Channing L. Bete Company, Inc. Him and Her: The ABC's of Sex. Greenfield, Massachusetts 01301.

Child Study Association of America. 132 East 74th Street, New York, New York 10037.
Discipline through Affection
The Why and How of Discipline

Child Welfare League of America. 44 East 23rd Street, New York, New York 10010.
Adoption
Questions about Nursery Schools

Columbia University, Teachers College. Being a Good Parent. Bureau of Publications, New York, New York.

Dean Rubber Company. Babies Aren't Found under a Cabbage Leaf. 16th and Iron Street, North Kansas City, Missouri 64116.

Ecos, Inc. Elephants and Butterflies and Contraceptives. P. O. Box 1055, Chapel Hill, North Carolina 27514.

Family Planning Resource Center. Birth Control. 44 Court Street, Brooklyn, New York 11201.

Home Economics Instructional Materials Center. Child Care Aide. Texas Tech University, P. O. Box 4067, Lubbock, Texas 79409.

Resources for Child Development

Semester Course

Bulletins and Pamphlets:

Human Relations Association. Discipline. 104 East 25th Street, New York, New York 10025.

Johnson and Johnson, Inc., New Brunswick, New Jersey 40506.
A Safer World for Babies and Toddlers
Keeping Baby Clean
When Baby Is Ill

Julius Schmids' Pharmaceuticals. The How Not to Book. New York, New York 10019.

Mead Johnson Laboratories. Evansville, Indiana 47721.
Bathing Baby
Breast Feeding
Facts about Breast Feeding
Good Teeth for Your Child
Useful Facts for Father-To-Be

Metropolitan Life Insurance Company. One Madison Avenue, New York, New York 10010.
Memo to Parents about Immunization
Sitting Safely

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